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ABSTRACT

An in-depth study of the involvement of project leaders in conducting an effective County 4-H Club program in Tennessee was attempted. A survey of the literature revealed that educational efforts could be utilized much more effectively by training leaders who in turn train the 4-H Club members. Five counties had an average of 2.4 project groups functioning, with an average of 22.6 leaders per county. An attempt was made to identify factors that will aid extension workers in implementing an effective educational effort by the involvement of project leaders. These include training agents to train leaders, making 4-H more meaningful, and defining leadership role. (Author/CK)

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A PLAN FOR IDENTIFYING, SELECTING, ORIENTING, TRAINING UTILIZING, RECOGNIZING, AND EVALUATING 4-H PROJECT LEADERS

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OUTLINE OF PAPER

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A brief statement of what the group was attempting to accomplish.

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Characteristics of the group.

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Blocks to further use of leaders.

C. Search of Literature Pertaining to Involving Project Leaders.

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A PLAN FOR IDENTIFYING, SELECTING, ORIENTING, TRAINING, UTILIZING, RECOGNIZING, AND EVALUATING 4-H PROJECT LEADERS
A Look At Present and Possible Future Use Of Project Leaders in Tennessee

A. INTRODUCTION

The purpose of this paper was to make an in-depth study of the use of project leaders in conducting an effective 4-H Club program. It is hoped that the information contained here-in could be used to advantage by any county Extension staff in carrying out their own 4-H Club program.

In preparing this paper we first surveyed the present situation in the five counties involved concerning the use of project leaders. This included the characteristics of the group concerning their area of primary responsibility and the size of the county staff, the number of project groups and project leaders in each county, information about these leaders (how they were identified, selected, etc.) and some blocks identified by the group that may be hindering the development and use of project leaders.

We have attempted to pull together as much research information as possible concerning identifying, selecting, orienting, training, utilizing, recognizing and evaluating 4-H project leaders. In some of these areas we were able to find quite a bit of research information, while in others we found very little. This will be evident by the presence or lack of footnotes throughout the paper.

Finally, we have attempted to summarize the findings of the group study and to reach some conclusions concerning the future use of 4-H project leaders in Tennessee.

B. SITUATION PRESENTLY IN COUNTIES REPRESENTED BY THE GROUP

I. Characteristics of Group.

The group preparing this paper was made up one District Supervisor of Agricultural Programs, one full time graduate student in Home Economics and five county Extension agents. The supervisor had previous experience working with 4-H on the county level. The graduate student had the experience of training with a county Extension staff during the summer of 1968. The county personnel consisted of one Home Demonstration Agent, one Assistant Home Demonstration Agent, one 4-H Club Specialist, two Assistant County Agents and one County Agent. The AHA works with both adults and youth. At the time the paper was written the CA was also working with both groups. The HA has some responsibility in 4-H programs. The two ACA have primary responsibility in the area of 4-H. Thus, in the group we were afforded the thinking of people with a broad range of experience in Extension work.

The group also represented a range as related to size of county Extension staffs, as follows: Madison County - 7; McMinn and Blount - 4; Haywood- 5; and Marion- 2.

II. Present use of Leaders

The problem identified by the group was the need for more volnuteer 4-H project leaders. The group accepted the theory that more and better 4-H Club work could be accomplished by training leaders who in turn would train the 4-H Club members. The group also accepted the areas of identifying, selecting, orienting, training, utilizing, recognizing and evaluating as areas in need of further study.

In order to further identify the problem the five counties represented by the group were surveyed concerning the project groups they new have, project groups needed (countywide and community), number of leaders at present, number of leaders needed, how often

the project groups meet, and how leaders are presently identified, selected, oriented, trained, utilized, recognized and evaluated.

Project groups now represented are: Automotive, Beef, Swine, Pecan Tree, Clothing, Foods and Nutrition, Home Management, Photography, Horse and Pony, Dairy, Tractor and Small Engines. Other projects that were identified as needed are: Home Improvement, Electric, Crafts, Health and Poultry. Only three of the groups now in the counties are not countywide groups.

The total number of leaders in the five counties is 113. The number of leaders needed in all five counties for all project groups, including those at present, was determined to be 334. Thus, the original theory that more project leaders are needed to effectively carry out a county 4-H program to it's maximum was true. We need to keep in mind that the situation in each county undergoes change. If, and when, the 4-H program is oriented as to maximum use of project leaders a need for more project groups and thus more leaders will probably be recognized.

Project groups vary greatly in the frequency of meeting. Some groups meet weekly for a series of twelve meetings. Others meet quarterly. A higher percentage meet monthly.

Project leaders have been identified by the following methods: occupation (this relates to known skills), profession, present leadership position (Livestock Association leaders, Home Demonstration Leaders, tractor dealers, horse association, etc.), interest in subject area. Identification has been by both groups and by Extension agents, with agents predominating.

Leaders have also been selected by various methods, as follows: The project group, leaders of farm and home organizations, business people, self appointed and by personal contact of Extension agents. Here again the method most often used has been personal contact by

Extension agents.

No real method has been used in oriented new project leaders. About the only method used has been personal counseling with the leader by some member of the county Extension staff.

Leaders have been trained by the following methods: training meetings, field training, personal discussion, through Home Demonstration training, by resource people and by furnishing project materials. Some groups have only recently been organized and leaders have not been trained. This raises the question of when to train leaders. The group agreed that very little worthwhile training has been done in the five counties represented.

In addition to teaching project subject matter project leaders have been utilized in workshops, group tours, shows, transporting members and recreation.

Project leaders have been recognized in various ways. The most common method is a personal "Thank You" by Extension agents and 4-H members. Other methods are: leader pins, news media, award banquets or meetings, at Home Demonstration meetings, and leader of the year awards.

Evaluation techniques have been quite varied. The most common method has been personal observation by agents concerning the apparent progress of the project group. Others are: quality of work done, leader reports, change in membership, group participation, check list or questionnaire, ability to take training by the agents, mastery of subject matter and evaluation by the project group.

III. Apparent Blocks to Implentation of Leader Development and Use.

The group identified the following blocks that are apparently impeding the further use of project leaders.

1. Agents in general do not feel competent in the field of training leaders.

2. Agent's lack of time to plan for supervising leaders.

3. The use of leaders as proposed by district supervisors appears to be too big to undertake.

4. Failure of agents to identify role of leaders.

5. Agents feel that it is easier to go ahead and do the job themselves.

6. Agents like to have direct contact with 4-H members and are not willing to relinquish this role.

7. Agents have not identified the use of leaders as their personal goal.

8. Agents feel that the people expect them to the job--attend meetings, present subject matter, etc.

9. Agents feel that leaders cannot teach subject matter.

10. People are scared of the term "leader".

11. Agents do not feel that use of leaders will save time, reach more members, etc.

12. Agents feel a need for more training and assistance in the area of leader development and use before attempting to work through leaders.

These are in general the blocks that were perceived by the group. There may be others. Each and every agent probably would not identify all of these. However, the group felt that most agents would identify one or more of these.

Before attempting to formulate this paper the group accepted the difinition of project leader as follows: " a project leader is an adult or Junior leader who supervises a project group by giving leaderhip and subject matter training to 4-H members enrolled. The project leader has interest, knowledge, or know-how

about a particular project and is interested in young people" (20-Hamil).

We also accepted the definition of a project group as.... "a project group is usually a small group of five to ten 4-H members who are enrolled in a particular project and who desire in-depth study in this project(20-Hamil). We deviate from this definition in that a project group may have fewer than five(such as a small community group) or more than ten (such as a large community group or a countwide group).

C. SEARCH OF LITERATURE CONCERNING DEVELOPMENT AND USE OF LEADERS

I. The Identification of Project Leaders.

All of us, as Extension workers, realize the great job facing us as far as the training of 4-H members is concerned. We also realize that our educational efforts are multiplied many times through the project leader system. Who are these project leaders and where are they found ? This is a question we will answer when we identify project leaders through the Leader Identification Process.

The Leader Identification Process has been defined by Dolan (p-4) as the process of determining who existing and potential leaders are and where they are found (1-Dolan). It seems only logical that the identification process would be the first step in the total leadership development process. Freeman (p-1) stated that the identification step of the process of identifying, selecting and recruiting voluntary adult leaders is a very important and often a time consuming step (2-Freeman). Naturally, this would be an important step because the professional youth leader must determine who the existing and potential leaders are and where tney are to be found before he can begin selecting, orienting, training, utilizing, recognizing and evaluating them.

Present Leadership

There should be included in the project leader identification process a step by step plan or course of action. We should first determine who our existing leaders are and where they are found. Dolan (p-6) has stated that sources of leadership should be pinpointed (1-Dolan). We need, therefore, to take a look at how to best determine the present leadership. An inventory of present leadership should be kept by maintaining current leader files on

sponsoring committees, adult community leaders, project leaders, special interest leaders and Junior leaders.

An inventory of current leaders can be used in many ways. First of all, when studying such a list, we are able to determine the leadership positions that are filled and those that are vacant. This will give us an idea, after study, of the number of leaders needed. By knowing the situation we are able to determine, after study, the type of project leaders needed as well as the kind of job the present project leaders are doing. We are more likely to evaluate these leaders as we go through this inventory list since we are already concerned with the present situation.

The use of an inventory list of present leaders might pinpoint some particular group from which most of the leaders are coming. In turn, the list might cause us to think of other areas or groups from which no leaders have been utilized and which might serve as a large resorvoir of potential leaders. We will probably be able to make a mental note of some people who are serving as other types of 4-H leaders who would probably do a good job as a project leader.

Characteristics Of A Good Project Leader

Before we can identify the potential project leader, we need to have some desirable characteristics set forth as to the type of person for which we are looking. Of the several desirable characteristics that a good leader should have that has been described in the literature, we have selected ~~on~~ only those characteristics which we deem as essential. The use of the entire realm of characteristics as a guide would tend to eliminate a large portion of the potential leadership.

We have selected the following characteristics of leaders from various publications, all of which, we beleive to be essential and desirable.

1. Is respected and thought of as successful in the community.

2. Is liked by children.

3. Likes children and can stand to be alone with them.

4. Beleives that he or she has time for the job.

5. Has education or intelligence at least average for the community (3-McAuliffe).

6. Is anxious to help others.

7. Has an ability to understand and have faith in youth (4-Class members).

8. Has some knowledge and interest in the particular project for which he is responsible (5-FES No. C-84).

9. Be a fine example of behaviour and attitudes.

10. Never be too busy to sit down to talk and listen to youth (6-FES No.PA-396).

11. Needs to have potential capabilities for acquiring knowledge and developing skills. He should be trainable.

We also need to be concerned with some more specific characteristics people have who are more likely to serve. Freeman (p.1,345) in his report of a study conducted in Randolph County, North Carolina, found that interest in 4-H leadership decreased as age increased (2-Freeman). After interviewing 156 adults randomly selected from the total adult population of Randolph County, he found that the adult who would most likely be interested in voluntary 4-H leadership would be under 40 years of age. A study of 3819 leaders in New York state in 1947 showed that those leaders who had a tenure of leadership of seven (7) or more years were 28 years of age or older when they started serving as a 4-H leader (7-Carter & Clark). The two studies would indicate that we might need to look first toward an age group of 28 to 40 years of

age if we wanted a leader who would continue serving.

The Randolph County study pointed out that men were more interested in 4-H leadership than were women. The data also indicated that the individual who would most likely be willing to teach a group of boys and girls on voluntary basis would be one who has at least graduated from high school, was a former 4-H club member, and has children 19 years of age or under living at home.

Sabrosky (p-11) reported that the Northest Region 4-H Club study found that leaders who had a higher than average score for apprehensiveness were more likely to help individuals than were the more confident leaders (8-Sabrosky). When these people show apprehensiveness, they probably recognize that they have some weaknesses and don't know all the answers. These people can be a lot of help and can, in turn, be helped by Extension agents if the agents will provide training to improve the individual's confidence.

Assistance in Identifying Project Leaders

There are several ways in which agents can receive assistance in identifying potential project leaders. Dolan (p-6) says that professional and voluntary leaders may determine possible sources of leaders which are virtually "untapped" but are willing and able to volunteer their services (1-Dolan). In addition to this operation the agent may then single out sources from which no leaders are used.

In a paper entitled "Problem Clinic" several suggestions are listed as to who might help identify leaders. It suggested that local people and organizations be contacted for suggestions.(9-Problem Clinic). Dealers, bankers and merchants often have good ideas as to who the real leaders are in a given community. We should be continually alert as to who are the do-ers and seeming

leaders in given groups or communities. These people so recognized might be able and willing to serve themselves or they could help suggest someone else. People in the communities could be asked who they go to for advice or assistance with various problems. This could be a very good way to identify project leaders. The use of group suggestions will often turn up persons you had never thought of before, therefore, this method could be used. A visit with ministers or clergymen in the communities could be good time spent since they are usually a lot of help in lining up leaders or suggesting potential leaders.

The professional leader should always be alert and sensitive to people's interest, influence, activities and the type of work he does. The type of work a person does may be a real key to identifying him as a leader. Carter (p-105) has said that leaders with longer tenure work at jobs that required training and experience closely related to the subject matter called for in the 4-H Club program (7-Carter & Clark). This being true, we definitely want to look to some of the places of business for suggestions. For example, if we need an electric project leader, why not look to the owner of the local electrical contracting business and ask him for suggestions.

Where Are These Potential Project Leaders

Biddle (p-11) has stated that we would conclude that potential leaders are almost everywhere, that they will appear with patience and encouragement, and that their ability can be trained remarkedly in experience (10-Biddle). This is probably a true statement. However, for the purpose of identifying project leaders it is too broad. Using the criteria set forth in previous sections, we need

to be a little more specific.

The identification process for project leaders should not be limited to those people who are highly proficient in a particular area. If we do limit ourselves to the group that is already skilled we are only covering a small segment of the potentiality. We, as Extension agents need to think on a larger scale to increase the size of the resorvoir of potential project leaders. The people who are not skilled or highly proficient in a particular subject or project but who are trainable should be included in our thinking and on our list.

The Missouri Guide to 4-H Leadership Development (p-1) lists several places in which we might find voluntary leaders. For our purposes, the following would be good places to find potential project leaders:

1. County 4-H Councils, Home Demonstration Clubs and Extension Councils.

2. Existing 4-H Leaders.

3. Parents of 4-H Members.

4. Parent Teacher Associations.

5. Church groups--Sunday School teachers of boys and girls would be a good source since they have already shown an interest in boys and girls.

6. Service Clubs.

7. Special interest groups.

   a.) Breed Associations.

   b.) Garden Clubs.

   c.) Photography Clubs.

   d.) Saddle Clubs.

   e.) County Livestock Association (11-Missouri Guide)

Kreitlow suggests several sources of leadership, some of

which were not identified in the Missouri publication. Of these listed, members of farm organizations seem to be a good source of project leaders. The American Farm Bureau, The Farmers Union, The National Grange and The Patron's of Husbandry have all been listed by Kreitlow as a source of leaders (12-Kreitlow). The American Farm Bureau members in each county could be a valuable source of project leaders. One reason this group might be a good "storehouse" of project leaders who might be willing to serve is due to one of the broad objectives of the organization. This objective is directed toward the education of youth and the improvement of rural life. Members of this organization accept the role of activator and action agent in community development.

Martin(p-55) reported that in the early days of voluntary leaders, and often at the present time in newly developed neighborhoods, it has been observed that the rank and file of the local people may be reluctant to give their loyalty and cooperation to one of their own number as leader (13-Martin). Consequently, paid workers on other jobs often "pinch hit" in their spare time for voluntary leaders. This extra service is often rendered by teachers, ministers, and skilled workers. These skilled workers include photographers, electricians, home economists, hair stylists, mechanics and many others. This group could serve as a valuable source of potential project leaders.

Ryker (p-12) has identified an entirely new source of leaders that we haven't considered until now. He suggests that we contact people with a particular hobby concerning their serving as a project leader. He further stated that these people will talk to you by the hour, tell you everything they have learned and usually they are very knowledgeable because they have spent considerable

time reading about their hobby (14-Ryker). Ryker says that it is a wonderful method to utilize adults as leaders and they dom't even realize they are leaders, they just plain like their favorite hobby and are willing to share it with others. We surely don't want to overlook this group as a source of project leaders.

Summary

The step by step process that we have gone through in the process of identifying project leaders can be most helpful to the Extension agent in his 4-H Project Leadership Development Program. If this process is followed, we beleive each agent will find that he has a large resorvoir of potential project leaders from which the ones needed can be selected. However, let us not forget that the job of identifying project leaders is never completed. It is a continuous process. If we will keep the process continuous, we will always have a ready supply of project leaders. These project leaders, who are the backbone of any 4-H Club and who will meet and work with three or four boys or girls, can create the necessary enthusiasm to keep 4-H members active in 4-H project work (14-Ryker).

II. The Selection of Project Leaders.

The Extension Service is one of the largest voluntary educational movements in the world. The basic reasons are because of it's concern for it's clientel and the utilization and participation of local people in it's program.

"The method used in selection of leaders will depend primarily upon the task at hand and the existing social situation. No particular method can be said to be the best under all conditions. The Extension worker must know his people and their way of behaviour before he can give leadership." (15-Sanders,p321)

There are three major methods by which an individual comes to occupy a project leader position: (a) self appointment or an opportunity to volunteer; (b) group selection or election; (c) appointment.

Self appointment or an opportunity to volunteer. " Extension research intimates that the most effective lay leaders are those who volnuteer for the job" (15-Sanders, p 322). One may question the validity of the findings if a volunteer were defined in ... terms of one who personally presents himself to the professional worker and offers his services unsolicited. On the other hand, if they were thinking of a volunteer as a person who voluntarily accepts leadership responsibilities when approached by a responsible individual or a group there is no criticism of the findings (15-Sanders, p 322).

There may be danger in opening up a leader position to this type of leader. "The volunteer may be overly ambitious, aggressive, dictorial and otherwise unacceptable to his group" (15-Sanders-p322).

Group selection or election. "Election might appear to be a sure means of obtaining a leader who is acceptable. However, this method does not always produce the most acceptable leader. The group in attendance at the time of election may not be representative of the group to be led. Small attendance at the election, for example, indicates lack of representativeness. False modesty on part of some potential leaders may cause them to reject the nomination. Yet, election is a sound and sensible way of selection an acceptable leader. It can be used effectively, if the Extension worker understands the people of the county and how to motivate them (15-Sanders, p 321)

A highly successful plan for securing project leaders through group selection is being carried out in Kentucky. All 4-H members

who are enrolled in one agricultural project are placed in one group. Several members are chosen at random and asked to stand before the group. The remaining members are then told to join the individuals standing who live within a mile of them. Each group was asked to elect a captain to serve as the group's chairman during the election of their project leader.

Following the election of their project leader the groups are given suggestions on how they might approach their prospective leader, why the group elected him, responsibilities of a project leader and the type of help he could receive from the 4-H Club agent.

Appointment. "This method implies that one person or a committee is more likely to pick an acceptable leader than would the group as a whole.

"There are two distinct disadvantages of this method. In the first place, committees or individuals may overlook the essential item of acceptability by the group of the person appointed, or tney may mistake popularity for acceptability. Second, both committees and individuals are prone to consider availability--that is, who will take the job rather than who will be acceptable to the group (15-Sanders, p 321).

Gwinn concluded from a study of Extension advisory committees that leaders were most nighly satisfied with the broadness of their committees representation where the members were selectd by county Extension agents (without specification) and approved by county agricultural committees.

In contrast, information by Skelton and Clark, based on a study of 760 4-H Club leaders in New York State suggest "...Have a local committee (consisting of parents, present or prospective club members and a representative of the Extension Service) invite

the person to be a leader. Parents who assist in selecting a leader are more inclined to support that person than if the 4-H Club agents or members themselves choose the leader...(7-Carter,p106).

V. Joseph McAuliffe feels that it is the responsibility of the community to secure adult leadership for the 4-H Club. He states that all persons and groups need to feel a part of the 4-H Club work in their community.

The agent.."should try to build community spirit and responsibility and have 4-H leaders who are responsive to their own community and youth needs. Adults selected by the community to be 4-H leaders will feel they owe their allegiance to the community. Establishing community 4-H sponsoring committees or identifying key citizens who have responsibility for maintaining 4-H leadership in the community is an important step in a long range leadership plan" (3-McAuliffe, p3).

The Extension worker can help the community do the job by--

a. Giving to interested people information about 4-H and the leadership role.

b. Rendering service to individuals and community groups.

c. Developing professional relationships with youth groups, schools and service clubs who are community minded.

d. Continuing to provide information about 4-H programs and 4-H leadership opportunities and accomplishments.

Research indicates that most organizations suffer from faulty communications. Lack of a common understanding within the county of the purposes and program of the 4-H Clubs and project groups may lead to misconceptions of it's worth and the meed for these groups. The total Extension staff should have a common understanding of the goals, problems, activities, attitudes and beleif of the Extension program to convey to their clientel. If a project

leader has this common understanding he can fill an important role in increasing and improving communications within their community.

Thelen suggest that the method of selection is not the most improtant factor but "...people who have significant usefulness for each other tend to hold many beleifs, attitudes and notions in common. They are likely to subscribe to a set of common purposes and the existence of shared purposes gives them the right to make demands on each other" (16-Thelen, p226).

Tyler in his article, "The Role of the Volunteer", sites an example of a "4-H Club organization on one count that devotes time each year to meetings and individual conferences with persons nominated in their communities as being interested in young people and being good examples of the ideas of the clubs. In these meetings and conferences the importance of club work is discussed and illustrations are presented of the kinds of results clubs can produce under good leadership. Then the nominees are invited to try their hand in the work. The kinds of contributions are stressed and the need for their participation emphasized. Volunteers thus recruited are involved first as assistant leaders with definite responsibilities" (17-Tyler,p160).

Niederfrank also emphasizes that unless leaders are thought of in terms of specific responsibilities the purposes for involving them are not likely to be fulfilled. He also beleives that specific responsibilities can be a way to involve various members in little ways who cannot be involved in the main work of the group, or a way to discover and start new leaders up the ladder to larger leadership in the organization.

He states that the first contact with a prospective leader should be a personal contact. That telephone calls and letters

do not explain the opportunity of being a 4-H leader, nor do they convey the importance or worthwhileness of the program to the individual. T.T. Martin expressed similiar ideas.

Ryker suggests talking to adults about their hobbies. "They will talk to you by the bour, tell you everything they have learned and usually they are very knowledgeable because they have spent considerable time reading about their hobby. What a wonderful method to utilize adults as leaders and they don't even realize they are leaders, they just plain like their favorite hobby and are willing to share it with others" (14-Ryker, p12).

Each individual must make the final decision as to whether or not he wishes to become a project leader. However, can too much pressure be applied? Carter indicates that the use of psychological pressures as a means of coercing people to accept roles of leadership should be minimized. He beleives that "some persuasion and encouragement is desirable at times. For instance, where it is clear that prospective leaders reason for hesitating is because of lack of confidence or timidity that can and should be overcome" (7-Carter, p115).

Findings from a study conducted by Skelton and Clark based on the reaction of 760 4-H Club leaders indicates that one should.. "avoid the tendency to 'high pressure' persons into accepting the responsibilities of leading a club, especially those who recognize they lack the time to do the job well.."(7-Carter,p106).

There is much material readily available about occupation but very little about volunteer leaders. Have you helped solve the problem by making your program and it's needs known in the county? There is some general information which is pertinent to most county situations; however, one must keep in mind that each county differs.

Through the use of news media, newsletters, programs presented

to civic clubs, community clubs, Home Demonstration Clubs and church groups citizens may be given the opportunity to offer their services or they may be selected to serve as 4-H project leaders.

Why not recruit and/or select project leaders using tact and diplomacy on the same basis with big business. Can you think of a bigger business than the American youth and the importance of developing it into a productive adult group through and effective 4-H program.

III. Orienting Project Leaders

Orientation is the time when leaders really become acquainted with the expectation of the job they are to perofrm. Proper orientation ~~my~~ may keep him on the right track until emphasis can be placed on training. The objectives of introducing the worker to the job are: (1) To give the new leader a feeling of confidence in himself, (2) To make sure that he has complete knowledge of the conditions of his leader position and (3) To give him a feeling of pride in his or her 4-H project group (1-Dolan, p9).

There are four major guidelines which should be considered in the orientation process. I will discuss them as follows:(1) The philosophy of and objectives of Extension work, (2) A brief description of the situation as related to 4-H Club work, (3) A brief summary of the job description, (4) The importance of the job and (5) The new leaders should be introduced to the group with which they are going to work.

Philosophy and Objectives

The philosophy of Extension work is based on the importance of the individual in the promotion of progress for rural people and for the nation. Extension educators work with people to help

them develop themselves and achieve superior personal well being. Together they establish specific objectives expressed in terms of everyday living which leads them in the direction of overall objectives. Some will go far in one direction while others will make progress in another direction. Progress varies with individual needs, interest and abilities. During this process the whole community improves as a result of cooperative participation and leadership development (18. Kelsey, p133).

The primary objective of the 4-H program and other Extension work with young people is to provide opportunities for mental, physical, social and spiritual growth. Informal education provided by the Extension Service uniquely supplements the training received in the home, church, school and other youth serving agencies.

Specifically the Extension youth program has the objective of helping young people to:

1. Acquire knowledge, skills and abilities for a satisfying home and family life.

2. Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishments.

3. Develop leadership talents and abilities to achieve their citizenship potential.

4. Appreciate the values of research and learn specific methods of making decisions and solving problems.

5. Recognize the importance of scientific agriculture, home economics and their relationships to our total economy.

6. Explore career opportunities and related fields and recognize the need for a continuing education.

7. Appreciate nature, understand conservation and make wise use of natural resources.

8. Cultivate traits of healthful living, purposeful recreation and intelligent use of leisure time.

9. Strengthen personal standards and philosophy of life based on lasting and satisfying values.

10. Gain attitudes, abilities and understanding for working cooperatively with others (15-Sanders, p422).

Description of the Situation

The new leaders should be given a brief description of the situation as related to the 4-H phase of the Extension program. This should include the overall situation of the county program as to the number of 4-H members, the number and kind of leaders, and types of activities carried on.

Job Description

The duties of project leaders are many and the new leader should understand this during the orientation period. They should also understand the definition of a project leader and project group as presented in the introduction of this paper. The project leader should be aware of his relationship with the 4-H Club spnonsoring committee, should there be one (such as Home Demonstration and/or community clubs, etc.). He should be aware of his relationship to the 4-H Club body, parents and other leaders.

The more specific jobs of the project leaders are:

1. Organize and conduct project meetings with members.

2. Counsel with and help members in project planning, selection, project requirements and encourage completion of projects.

3. Encourage and help with the keeping of project records and completion of the project.

4. Seek and encourage parental understanding and cooperation -- help parents understand the value of project work.

5. Encourage participation of members in events and activities in relation to the project area-- provide training and help as needed in judging and giving demonstrations.

6. Attend and participate in project leader training.

7. Give guidance and responsibility to Junior leaders working with project groups.

8. Help organize new project group-- help identify, select, orient, train and recognize new leaders.

9. Inform members of awards available for project achievements and understand the importance of recognition.

10. Presentation of the subject matter related to the project area.

11. Keep agent and organizational leader informed about the activity and progress of the project group.

As pointed out later in this paper there are many more jobs that a project leader can do. These are just a reminder of the more basic jobs to get the project group and leader going. As the leader and the group accomplish the basic tasks they can then move one to the others.

Importance of the Job

Each project leader should be made to feel that his job is a very important one and has a direct relationship to the total 4-H Club program. The leader should be made aware of the satisfactions that can be expected by working with a group of young people, especially when he feels he has done a good job. The knowledge of subject matter and the characteristics of this age group will increase with experience.

Introduction to the Group

Every agent has a responsibility to the leader to see that they are properly introduced to the group they are to lead. The

purpose of the project group and introduction of the project leader should be made by the agent. Plans for future meetings should be made with the group helping with the decisions. These plans should include convenient dates, meeting place(s), length of meeting and subject matter to be taught (1-Dolan, p9-10).

Orientation may be accomplished in group meetings or by individual contacts. The number of new leaders should govern the approach to this problem.

Orientation is more than providing a booklet for leaders to read which lists activities of the county 4-H program. It is also more than showing the leader the 4-H Club with whom they are to work. It is a systematic process which involves an established procedure.

IV. Training Project Leaders

Introduction

Leader training is one of the most important steps in the total development process. A well planned and executed training program can do much to improve and maintain leadership. Yet, based on the situation in the five (5) counties represented in this study many project leaders were given very little, if any, training.

Need For Leader Training

Studies show that good leaders are one of the keys to successful 4-H work. Generally, good leaders are well trained, recognize problems and ask for additional training and attend training meetings regularly.

Two basic reasons why adults fail to serve as a 4-H leader are: (1) they don't know what is expected of them and (2) the word leader scares them. (This is the fear of the unknown).

The need for training for 4-H leaders has been clearly

identified in many studies, Boone's study concluded that:

> "If local leaders are to instruct club members--the leader must first possess certain facts, principles of organization and enthusiasm for his or her job. Such information and enthusiasm is developed through a well planned and conducted leader training program (7-Carter, p114).

Sound Principles of Learning

The County Extension Agent as an educator must base his leader training program on sound principles of learning. In the publication Readings in Human Learning, Stanley L. Clement identifies seven principles of learning:

1. Learning should be an active process--knowledge must be drawn out, not poured IN. Learning occurs through active living rather than reading about life.

2. Learning should be meaningful. This involves understanding.

3. Learning should be useful--with satisfaction "here and now", not just a promise of such in the future.

4. Learning should be interesting. Interest and curiosity lead to motivation.

5. Learning should be individualized, with each person getting an opportunity to realize his potential.

6. Learning should be satisfying. Young people tend to repeat satisfying experiences and shun unpleasant ones. Rewards for learning must be both external and internal--external because young people may not always have an adequate standard for judging internal gains. However, outside motivators should not become ends within themselves.

7. Learning should be unified--learning occurs through

physical, mental and emotional experiences.

Understanding Adult Concerns

People do things they feel confortable in doing--things in which they feel fairly confident of their knowledge, skills and abilities. Few adults have had formal training in working with young people. Even though they have young people in the family, they may not feel secure in their ability to guide young people. Overcoming this hurdle becomes one of the primary objectives of the agents in planning a training program.

"Planning for adult learning involves planning the situation so that the learner gets a sense of mastery and success. Mastery may come from showing the individual that he can, or by showing the aspects of the task that he can do already. Teachers of adults must appreciate that the adult brings with him a past--a past of experiences and attitudes which may be capital to work with or a deficit to overcome. Using the capital or clearing the deficit may be the basis for the complete sense of satisfaction that teaching gives the teacher and that learning gives the learner (7-Carter, p159).

This suggests that the agents must not only understand the needs, interests and potentials of the young people, but they must understand the adults who are to serve as their leaders. "They must know how to teach adults in a way that will be (1) meaningful to the adult and (2) permit them to translate their learning into satisfying leadership activities with young people. Because on the whole, adults will like those activities in which they feel they do their best (7-Carter, p113).

Training First Year Leaders vs Leaders of Longer Tenure

Studies show that first year leaders need training in

somewhat different fields from leaders of longer tenure. First year leaders desire training on: (1) duties of a leader, (2) helps available for doing the job and (3) understanding young people and how to work with them. Whereas, leaders of longer tenure want training on: (1) subject matter and (2) how to secure parent cooperation.

Too often the training of first year project leaders (those lucky enough to receive any training) starts with technical subject matter. Based on first year leader's desires, this is not where training should begin. Training of new leaders should begin by helping them develop some favorable attitudes toward 4-H work.

Many of the problems found within the 4-H program may be traced to leaders having unfavorable or undersirable attitudes. What leaders beleive is important, for it has a great influence on what they do, how they do it, and the degree of success they have in accomplishment. Therefore, some effort should be given by the Extension staff to help leaders formulate some desirable and basic concepts relative to 4-H Club work.

Project Leader Tasks

A study of the literature on tasks of project leaders reveals a wide range (10-over 125) in number identified by different groups. Eleven tasks of major importance have been identified by the group making this study in the orientation section of this paper.

The final say on what the training will include should be decided at the level the training is to take place. There are three major sources of information for planning any educational program. These are: the needs as displayed by the situation, the interests and desires of the individuals being trained, and the

knowledge of the professional staff as to what the trainees need in light of the situation.

The responsibility for training project leaders rests on the County Extension Staff with help from the 4-H and other specialist departments.

Getting Leaders To Attend Training Meetings

This will not be a major problem provided the first three steps in leadership development process (identification, selection and orientation) have been done properly. Make training meetings interesting, enjoyable and worthwhile by:

1. Let leaders help with the planning and teaching , if possible, in leader training. Get them involved early.

2. Getting more food, fun and fellowship into the meeting. This will help make them satisfying and enjoyable.

3. Deal with the primary jobs that leaders are to do with the local project group.

4. Use interesting techniques and train leaders to use them back home.

5. Seek to increase knowledge, develop skills and change attitudes of leaders.

6. Plan for leader participation in each phase.

7. Help leaders to see the accomplishments they have made.

Guides For Training Adults

Some fundamental guides to adult learning proposed be Cassels, if followed, should contribute materially to the success of the adult training program. These guides for leader training are:

1. Adults must want to learn.

2. Adults learn by doing.

3. Adult learning centers on realistic problems.

4. Experience affects adult learning.

5. Adults learn best in an informal environment.

6. A variety of methods should be used in teaching adults.

7. Adults want guidance, not grades. Competition in learning seems to have a negative effect (15-Sanders,p326-27).

GUIDE SHEET--A SERIES OF PROJECT LEADER TRAINING SESSIONS

K OF PROJECT LEADER	WHAT LEADERS NEED TO KNOW OR CONTENT OF TRAINING	SESSIONS GENERAL PLAN OF ACTION
Organize and conduct ject meeting. Project planning, ection, and uirements.	understanding the project and the project group--requirement for completion, importance of project completion, relation of project work to member development--How to organize, plan and conduct a meeting.	1st two hour session
Parental understand- and cooperation. Give guidance and sponsibility to nior leaders. elp organize new ject groups. Attend and partic- ate in leader aining. Keep County Staff formed.	Understanding youth and adults (parents)--developmental task of various age groups, parents and home situations, and how to develop cooperation. How to work with Junior leaders.	2nd two hour session
	Knowledge and skills in Extension teaching methods (demonstration, illustrative talk, workshop, tour, and home visits). Principles of learning.	3rd two hour session
Knowledge of ject matter.	Subject matter related to the specific project area (leaders separated into project groups for this session) and how to organize teaching lessons.	4th two hour session
Keeping members ject records. . Encourage partici- tion and help mbers prepare for ents and activities ated to project. Awards and cognition.	Understand the value of and how to keep 4-H records. What awards are available and how do you qualify--understanding the importance of recognition for achievement.	5th two hour session

In adopting this guide sheet for a series of project leader training sessions agents would want to add two things--when and by whom. If an orientation meeting has not been held previously agents would need to start off the first session with a program designed to: (1) Develop a clear concept of the purposes and objectives of the Cooperative Extension Servce (2) Develop an understanding of the leader's role in the Extension educational program. This sesseion might or might not be a part of the training sessions depending on the local situation.

Methods of Training

Many areas of lay leader training are adapted to the group approach. This means that one of the major methods of teaching will continue to be meetings. It must be understood, however, that some people will not attend meetings and if they are to serve as lay leaders, training must be provided by other methods.

For certain areas of lay leader training, other methods may be equal to or superior to meetings. For Example, a circular letter on the preparation of 4-H products for the county fair might be more helpful and would consume considerably less time and energy than a meeting. A special project letter can keep the Extension worker in close contact with the different project leaders in the county. This will save money, miles of travel and eliminate the necessity for many meetings.

Newspapers, although used to a limited degree in leader training, have a tremendous potential. What local editor would refuse to run a leader training column periodically ? Magazines, particularly the National 4-H News, provide excellent training materials. Magazines such as Parents, Good Housekeeping, Better Homes and Gardens and a score of others also provide up-to-date

subject matter prepared by authorities in the field. Can the calling of attention to important articles in authoritative magazines legitimately be considered leader training ?

Radio has been around for some time; television not so long. Extension has made efficient use of both media in disseminating agricultural and home economics information, but little use has been made of these in leader training. Education television can offer opportunities for Extension leader training programs. Such 4-H leader training topics as "Understanding Young People"and "The Effect of Awards and Contests on Young People" lend themselves well to this method. They also have appeal to a wide audience.

Leader training through individual home visiits, although effective and often necessary, is time consuming and reaches few leaders. Is is sometime necessary for a key leader to be absent from a training meeting or miss an important training experience. A home visit in such cases may be warranted.

Leader's manuals or guides are considered a necessity in the training program for 4-H leaders (15-Sanders, pp324-326).

Summary

There is nothing more frustrating to an individual than to be given responsibility for a job he is not prepared to fill. Therefore,we should strive through our training program to provide our voluntary leaders with the knowledge and skills necessary for carrying out his specific job. The training program should be based on need and should be continuous throughout the leader's period of service.

Many different teaching methods should be used in 4-H project leader training programs. Each method should be carefully studied to determine how it may be used best in the program.

Sound principles of teaching-learning should be followed closely, regardless of what teaching methods we choose to use.

V. Utilizing Project Leaders

The utilization process has been defined as--the process of putting knowledge and skill of the leader into action in the most appropriate way. This is the desired "end product" of Extension teaching through the use of 4-H volunteer leaders.

Much effort will have been wasted if after identifying, selecting, orienting, and training leaders they are not put to work or utilized in reaching the objectives of the 4-H program. The utilization phase is a critical one in total leadership development. We will attempt to explore serveral factors that are of importance in this area as follows: a) opportunity to perform, b)leader performance areas, c)continued guidance by the Extension staff and d) motivational techniques. Some aspects of these will have received attention in other sections of this paper. An attempt has been made to prevent duplication.

Opportunity for Performance

Many Tennessee counties have had the experience of conducting one or more Leadership in Depth training sessions. Large numbers of potential 4-H Club leaders were given training in 4-H organization, objectives, projects and administration. Unfortunately too many of these were not given the opportunity to perform after they were trained. Leaders need to have the opportunity to keep busy if they are to maintain interest in the program.

Sabrosky says--"To me, recruitment of a leader should include keeping him for a year or two" (8-Sabrosky). Unless the trained leader is given a project group to work with it would seem that the training was not needed in the first place. Sabrosky further

states that the leader will feel that he "flunked" the training course if he does not have the opportunity to perform.

Hamil states--"After you have trained the project leaders, give them opportunity to function. A professional worker cannot successfully develop local leadership unless he or she recognozes the ~~many~~ many leadership jobs available. HAVE FAITH IN THE PEOPLE--this is the first essential to leadership development. Professaonal workers do not need to make all the decisions or do everything. Learn to loosen the reins. Give selected and elected leaders some freedom to go ahead,opportunities to grow(20-Hamil).

We feel that this says to us that there are an abundance of jobs for leaders to perform. Leaders should be selected and trained for specific jobs and then be allowed to do the job.

Leader Performance Areas

The number of tasks that project leaders can identify is almost countless. In fact, over 125 have been identified. A number of the more important performance areas have been identified in the orientation section of this paper.

Dolan and Smith identify three major performance areas as--planning, executing and evaluating(1-Dolan,Smith).

Adequate planning is a must for effective teaching. This is probably of even greater importance when leaders are to do the teaching, since most leaders will have had little or no formal training in educational techniques. Unfortunately many Extension agents have not had the opportunity of receiving instruction in these areas either. Most of us will have to use on the job experience and experience may not be a good teacher. Planning what subject matter areas to teach and how to teach will be included in this task. Sabrosky says--"Rather than have agents or leaders having the major say in what to include in leader training, perhaps

it should be planned jointly. As second choice, perhaps, Extension workers should have major say. Major say does not necessarily mean that they have the total say. Giving leaders the major say might be a poor third choice (8-Sabrosky). Although Sabrosky was speaking to training, it would seem that this has application toward planning what to teach also. Leaders will probably feel more confident if they have something to say about what will be taught.

In the execution area of leader performance it seems that the "sky is the limit". In the training section of this paper several items have been identified as to what assistance leaders have stated they need . It has been pointed out that the needs of first year leaders, as perceived by leaders, are different from leaders of longer tenure. These needs have to do with the execution area of leader performance. The responsible Extension worker will make every effort in helping the leader satisfy these needs. The execution area is actually a continuing training effort. However, in this case it will more likely be training for specific jobs that are called for in the annual plan of work. Examples, would be planning for and giving a particular demonstration, assisting a 4-H member in giving a demonstration, or other teaching techniques. The ingenuity of the agent and the leader will need to be utilized in this area.

The evaluation section of this paper will have to do with this particular area of leader performance. Basically the evaluation done by the leader will be that of evaluating both the group and the individuals within the group. Beal, Bonlen & Raudabaugh devotes part III of their book, " Leadership and Dynamic Group Action" to evaluation. They discuss several methods of evaluating group and individual participation, but end by saying that groups should develop and use their own evaluation devices according

to their particular needs, Any attempt to fit the group's problem to a standard form can only limit creativity and originality, thus downgrading the quality of the evaluation. However, if any formal evaluation is done the Extension agents may have to initiate the action. This could very well be made one or more training sessions for leaders.

Naturally performance areas for project leaders will vary from county to county. Each county program will most likely differ in some respect from others. Also, we are living in a changing society. We have project groups today that were largely unthought of even ten years ago--such as automotive, photography, etc. We may not anticipate changes in the future, but changes are almost sure to come.

Continued Guidance by Extension Staff

Continued guidance by the Extension staff will be necessary, even though project leaders have been properly selected and trained. Leaders must come to feel that they can depend on agents for guidance and assistance in problem solving. On the other hand agents must accept the idea that with proper guidance the leaders can carry on an effective teaching program. Agents cannot expect lay leaders to go it alone. Guidance applied correctly instills in the leader that the agents are interested in his work(1-Dolan). Dolan and Smith imply that agents will receive a by-product of guidance in that they will have the opportunity of evaluating the performance of the leaders.

In other sections of this paper we have reviewed the areas of needs for assista nce by leaders. We noted that these needs differ between new leaders and leaders of longer tenure. It seems to us that these needs must be met as we attempt to guide and assist leaders. along with other needs that may arise.

As stated earlier most counties have conducted one or more Leadership in Depth courses. Some follow-up suggestions are included in the workbook. These suggestions are good, but agents feel a need for more of this type of assistance.

We must keep leaders satisfied with their role if they are to function or even to continue in the role as a leader. Skelton and Clark identify some ways this can be done as follows:

1. Helping them learn what their job consists of and how to do it.

2. Providing counsel and encouragement concerning personal matters the leaders face with their clubs.

3. Providing a "two-way" flow of ideas, success experiences and problems among leaders and with the 4-H Club office.

4. Encouragement of parents to be more a part of the "4-H Club Team".

5. Providing satisfactions and a feeling of accomplishment through prizes, awards, trips, expressions from leaders of a job well done, and achieving 100 per cent completion.

These have been mentioned in any other sections of this paper but we feel that they have a definite place in continued guidance of leaders.(7-Carter, p108).

Various methods may be used in guiding leaders. Some that have been used are 1) training sessions, 2)home visits, 3) Newsletters, 4) planning demonstrations and teaching guides, 5) securing sponsors, 6) news articles and radio programs, and 7) securing assistance of specialists. There may very well be others.

Motivating Leaders

Motivation of leaders may be of major importance, but it is an area in which most agents feel unsure of themselves. Motivation is an area in which only a limited amount of research has been

done. Most of the early work was done with animals. Stephens says the uncomfortable fact is that we are not sure just how any motive operates. If we really knew, motivation, could be used much more effectively. He concludes--"we can accept the very conforting fact that, by some means or other, motivation does have a powerful influence. Of all the devices available to us, motivation is, perhaps the most important (7-Carter).

When we think of motivating 4-H project leaders it seems that we must narrow the field to ~~ex~~in trinsic motivation. Certainly an effective leader will be intrinsically motivated by a sincere desire to ~~hop~~ help others and to be recognized for doing a good job, but he will receive no monetary returns. On the contrary it more than likely will cost him money.

Since 4-H leaders are volunteers we cannot motivate them by using pressure, even if we desire to do so. After all, they can quit just as quick as they started, probably quicker. Also, this is understood to be a very ineffective means of motivating people. Carter says--"my position is that the use of psychological pressure is a means of coercing people to accept roles of leadership and should be minimized (7-Carter,p115).

It is suggested that we should be seeking methods consistent with freedom, with deep running motivation that leads to action. The following statements support this idea:

1. The process of using psychological pressure is not an educational one. By having to rely on pressure, we admit that we have not been successful in arranging learning experiences that provide a large number of people with experiances that will equip them for responsible leadership roles.

2. We ignore the aims and desires of the individual concerned. Rather, we impose our own values and objectives. We assume that

we know best what they "ought to do".

3. We, in effect, place our interpretations of the organization's objectives, the objective of the program and/or the "general welfare" on a more important level than we do the individual being coerced.

4. By always looking to those with the most experiance as leaders--those who are already excessively, involved--we are saying that there is only one way to accomplish the objective we have in mind.

5. Research indicates that generally no more that 40% of rural adults belong to any organization. We know more about why people are activated to act as leaders than about why others avoid leaderhip responsibilities.

Stephens says that most of us will exert ourselves to attain a standard which has been set(7-Carter). Thus, when we assist leaders in planning programs and setting goals we are actually motivating them,

Brunner suggests some generalizations concerning some specific incentives which affect the intensity of motivation as follows:

1. Telling subjects they will be given the results of their work increases the amount and rate of work done and its accuracy.

2. Knowing the purpose of doing work increases efficiency.

3. When work seems to have no aim, output is less and fatigue is greater.

4. Knowing the impossibility of accomplishing a task decreases the amount of work done.

5. The sustaining power of an unfulfilled motivation is evidenced by findings that show greater recall of an unfinished than for a finished one.

6. There is a "point of diminishing return" in motivation. Too great emotion or too intense incentives may inhibit performance, whether the incentive or emotion be pleasant or unpleasant. This is true even though considerable evidence indicates that stimulation emotions usually motivates learning.(7-Carter,p101).

Dolan and Smith have combined many of these ideas of motivation and made the following suggestions concerning motivational techniques to keep leaders working:

1. Give responsibility to leaders and then let them work.

2. Provide new ideas and teaching tools for leaders.

3. Talk about leader's work when you are with them and not your own work.

4. Put leaders up front as much as possible.

5. Allow leaders to help plan the program and activities and they will be more likely to want to put the plan into action.

6. Give challenging jobs to leaders. This encourages leaders to work harder and longer. They may become discouraged if the job is not challenging or if it is too difficult.

7. Give constant appreciation to their work.

8. Appeal to their personal and common want whenever possible.

VI. Recognizing Project Leaders

The Individual Differences of Man

Man is one of the most complex organisms. His actions are affected by many things and yet a person may be different things to different people. As a member of the human race,man is involved in many social systems and most of his interaction with others occur within these systems. "His actions are strongly influenced by what he perceives as his role in each situation, always tending toward the behavior expected of him and subject to the influence of others within the particular situation(15-Sanders,p71).

Every person is different in some way. This includes the fact that people differ in age, sex, ability, social training, intelligence, interests, temperament, appearance, personality, etc. Both heredity and environment form these individual differences.

Man's Basic Needs

However, each individual brings into a situation certain values, attitudes, habits and needs. Everyone has basic needs that must be satisfied. These needs motivate us to direct behavior toward goals which satisfy these needs and thus reduce the tension of unsatisfied needs. Prescott classifies needs as: "physical needs such as the need for food, water, activity, sex and so forth; social needs such as the need for affection, belonging, status or respect from his social group; and integrative needs, the need to relate one's self to something large and beyond one's self " (24-Tyler,p4-11). Maslow's theory of human motivation classifies needs in a heirarchy of importance as follows: (a) Physiological needs, (b) Safety and security needs, (c)Love and belonging needs, (d) Esteem needs--to be recognized as a worhtwhile person and (e) Selfactualization needs.

As Extension agents we should ~~know~~ Know and understand this hierarchy of needs. Most institutions want to help individuals achieve self actualization or to be the kind of person they want to be. If the Extension worker understands these needs, this hierarchy will help assess the individual or group needs and to use these needs as sources of motivation.

Recognition as a Basic Need of Man

Most people want approval from others; they have a desire to belong to an identifiable group; they need to feel that they can be themselves--that they can express their feelings spont-

aneously and know that their feelings will be accepted (16-Thelen, p223).

Humans will strive to provide and maintain situations under which his needs can be met (16-Thelen,p223). The extent of a person's affiliation within the group is determined by his opportunities to meet needs and to be stimulated or challenged. The amount of motivation an individual achieves mostly depends on the amount of reward he can get. The individual who thinks that no matter what he does, it will not influence the group, may either become a nonparticipent or he may fight the group (16-Thelen,p223). There are two keys to participation; one is a knowledge of the things that need to be done; the other is recognition of one's efforts. Individuals cannot act if they do not know the issues, and they will not act if they think their views do not count (25-Hall,p181). The project leader's efforts increase when he realizes that he is appreciated.

The Two Forms of Recognition and How They Can Be Used to Recognize Project Leaders

How can we as Extension agents recognize project leaders? What are some of the problems? First of all there are two kinds of recognition--tangible (extrinsic) and intabgible (intrinsic). (1-Dolan,p14) In most cases the intangible should be more important that the tangible. The Extension worker should try to make each project leader feel that he is a person with name, identity and importance. If the project leader derives satisfaction in recognition of outstanding performance, it can be a factor that encourages continued participation. This means that the form of recognition, as well as the basis for it, should consider what will provide satisfaction to the recipient (15-Sanders,p268). If the element of satisfaction (intabgible) for

a job well done is lacking the project leader will not do his best.

Sometimes just a smile, a nod, a pat on the back, or a warm handshake means more to a project leader than some tangible form of recognition such as a pin or certificate. A warm, sincere letter of thanks from the Extension office will oftentimes encourage further participation.(12-Kreitlow,p 44). The project leaders should know that they are essential to the Extension plan of work.

Achievement days are an excellent time to recognize accomplishments by people who have taken part in the Extension program. The pattern for recognition may change with the program goals for the year. Project leaders my be given special recognition for the new audiences they have reached with the training received from Extension agents and specialists(15-Sanders,p 173). The project leader's accomplishments can be highlighted through a brief summary in feature stories and on radio and television programs. Tangible recognition can be presented in the form of a simple certificate, pin, plaque, trip or scholarship.

Be Careful Not to "overdo" Recognition

Although redognition is good, Extension workers must be careful not to overdo it. Project leaders need a degree of recognition. Some agents in their eagerness to give recognition overbuild the "expert" as "outstanding" and start a vicious circle (25-Hall, 181)). The main principle for building interest is recognition--recognition which has an objective basis(25-Hall,p182). Rewards that are distributed arbitrarily or subjectively destroy an individual's morale. The task of distributing rewards justly is difficult and the instruments available are crude, but we

should be motivated to pursue the job because of it's importance (25-Hall, pp194-195).

The Utilization of Awards

Awards in themselves are not good or bad, it is how they are utilized by the Extension agent. The objective is to further the project leader's educational development by persuading them to do something they likely would not do without a stimulant. "An incentive can act as a stimulant, but remember--overdoses of stimulants are dangerous whether they come in an award, a bottle or a high powered drug (Extension Agents Guide). Awards should give credit for amount of work, quality and improvement shown. The Extension agent must know which project leaders need more recognition than others and see that they receive it--but without completely over-emphasizing that individual to the exclusion of others. Too many rewards may develop into selfishness or take the real meaning of achievement away.

If recognition is embarrassing, it will not be sought. Sometimes project leader feel that they do not really deserve the award. This makes them feel guilty and they lessen their participation. Every project leader should receive the degree of recognition he has truly achieved. Therefore, the material value of the award must not be out of proportion to the amount of effort or struggle required to achieve it.

Some Important "Dont's"in Using Awards

1. Don't think that Extension agents have to give awards for everything.

2. Don't make awards on highest achievement rather than considering improvement of project leaders.

3. Don't over-emphasize one project leader, but use him to help others.

4. Don't make "swelled heads" rather than a swelling of skills, knowledge and wholesome attitudes.

5. Don;t forget that project leaders may be recognized and rewarded in many other ways than with tangible rewards.

Many of the problems Extension workers have with the recognition of project leaders can be related either directly or indirectly to an inadequate understanding concerning the purpose, place and value of awards and recognition. Therefore, I recommend that Extension personnel become aware of and acquainted with the basic needs of man. Then they should become acquainted with their individual project leaders and assess each of their needs. With this information in addition to a knowledge of the tangible and intangible forms of recognition, the personnel has the ability to give the kind of recognition that will motivate each project leader to achieve his utmost capabilities and resources.

To the extent that recognition aids in meeting the needs of each individual project leader, it is educationally justifiable.

VII. Evaluating the Leader

Introduction

To supplement the situation in Group B involving 4-H project group leadership, a random survey was conducted through selected members of the class. The survey dealt with the various evaluation techniques used by agents with their organized 4-H project groups. Survey results are listed below in the eight (8) county summary:

1. 63 organized county project groups
    a. 26 countwide
    b. 37 community
2. 129 different project leaders
3. 14 different 4-H projects involved
4. 1,096 club members reached

5. Evaluation techniques used in survey

a. end of meeting comments and suggestions_____ 18 groups

b. More basic group evaluation_____ 0 groups

c. Evaluation of content and objectives_____ 3 grooups

d. Evaluation of individual contributions_____ 8 groups

e. Group observer devices_____ 7 groups

f. Group observer evaluation of individual particiapation_____ 22 groups

g. Sociometry(graphic representation of action, interaction_____ 0 groups

h. Other(member achievement--check sheets)_____16 groups

This survey indicated 17.4 average membership and 2.04 leaders per group. Sometimes the evaluation of group sizes and leadership ratio can eliminate "blocks" in groups reaching their goals.

The Evaluation Process

Why make the values of evaluation complicated? We all go through some form of evaluation every day. We may not be applying scientific research to many of our day by day judgements, conclusions and decisions, but they are still forms of self evaluation.

In our group relationships, effective evaluation must be in a more organized fashion. In our 4-H Club program, if project groups stay on course in reaching ~~other~~ their goals or objectives, a continued plan of effective evaluation must be applied.

The specific evaluation technique used should depend on the nature of the project group and it's goals(the situation). Most times, more than one technique may be applied to the same project group.

Generally speaking the evaluation process involves:

1. Observation and collecting information.

2. Applying some standard or criteria to this observation or information.

3. Forming judgements, drawing conclusions or making decisions.

It makes sense that the better job we do with these three steps in evaluation, the less "snap decisions" and "gross errors" we will make in group direction.

Assembled information summarized for a group is not evaluation. This raw material must be presented to the group for their interpretations and decisions on some course of action to be effective evaluation. Results could be a fourth step.

Project Group Needs For Evaluation

Project groups and leaders need to evaluate themselves in order to have some measure of the desirable and undesirable outcomes of educational action as they move toward their goals or objectives. Sound evaluation is always based on what groups set out to do.

Sometimes the direction of a group needs to be changed to reach effective goals. The changes and the need for these changes should be based on sound evaluation. A good feeling of security, good public relations within and without the group, and general attitudes toward future groups, are other areas sound evaluation could make basic contributions.

Brief Description of Evaluation Techniques

Evaluation application can be made more practical if project groups had a more defined program and accurate appraisal of the situation before programs are put into action. Close cooperation between those involved in a group aids evaluation. A few evaluation techniques used by groups will follow:

1. End of Meeting Comments and Suggestions. In using this

technique, use"tact" in avoiding resentment among members of the group. End-of-meeting slips with questions about strong and weak phases of the group meeting can be used. Slips need not be signed. Suggestion slips, reaction slips and oral discussions could be used. There are various desighs these evaluation slip could have. This is a rather simple technique used by some groups. Comments should always be summarized, reported upon and discussed.

2. More Basic Group Evaluation. This technique is very similar to technique discussed on one. Using this method, groups go into greater depth as they move into the area of evaluating group process and individual member performance.

Specially described evaluation sheets dealing with such things as "how well have the internal dynamics of the group been utilized, or "how mature is the group" are used. Criteria for these type evaluation techniques are longer worded, and require more time. Information should be treated as on other techniques.

3. Evaluation of Individual Contributions. This is an obvious technique where you evaluate the individual club member. Using self-analysis checklists of unit act roles is the technique. These roles may be task roles, personally centered roles or group building roles. This type evaluation may need to be used at first privately by the individual. Later, he may want to make comparisons with the group. This form of evaluation could indicate what patterns of interaction the group has among it's members.

4. Evaluation of Content and Objectives. As I have stated before, properly stated, realistic goals and objectives provide a basis for systematic evaluation of progress made by the group

toward the accomplishment of these goals. Some checklist could be designed to be used in evaluating progress toward the accomplishment of the ojectives agreed upon at the beginning. Areas of concern in this type of evaluation involve internal dynamics of the group, group maturity and educational content analysis.

5. Group Observer Devices. Here we make use of a group observer or an observation team. Usually they are disassociated with the give and take of the group. The "feed back" from this technique can be simple or complex. There are various sheets that could be prepared as a guide for such techniques. Examples are; content observers reaction sheet, observations of group meeting productivity, and observer's check list of internal dynamics of group. Notes kept are used by the group to evaluate their own process and progress.

6. Group Observer Evaluation of Individual Participation. In any complete evaluation, there must be a study of the impact of the individual upon the group. This type of observer evaluation involves the various characteristics of the individuals who make up the group, the roles the individuals play and their interaction with each other. Forms may be used for such things, like simple unit-act role analysis of the individual, participation records and summary sheets.

7. Sociometry. I doubt that many groups use this form of evaluation. Briefly, it is a graphic representation of actions and interactions within a group.

8. Member Achievement. In most groups this is an obvious simple method used many times. This may be a more tangible technique. 4-H groups often use this method to rate the progress of their groups. Trips, ribbons, medals, scholar-

ships and the like are often used as "bench marks" to evaluate progress.

Using Evaluation

Project groups should develop and use their own evaluation devices according to their particular needs. Don't let it slip away from the "main Stream" of group process. Use it as a means to an end. It's not worth much if we use it to amuse rather than arouse the membership. Carelessly used, it could destroy group unity and undermine group goals. There is need for skill in it's use and interpretations. Evaluation techiques should be used to point out strengths as well as weaknesses. Results should stimulate group leadership to concentrate on improvement of the group. Raw information is not evaluation. It must be summarized and reported to the group for their interpretations and course of action. Evaluation need not be difficult, complicated or complex. Sometimes the simplest form will do the job for a group. It can't be imposed on a group. Evaluation is a function of leadership. The practice and interpretation of evaluation belongs to the whole group.

Summary

Evaluation is a "state of mind" in which group membership could make use of information to more effectively play their roles in reaching group goals or objectives. It is an investment which could produce group progress. We all make day by day judgements, draw conclusions and make decisions. As members of groups, evaluation should mean the use of scientific approaches in providing the facts as a basis for making decisions, drawing conclusions, or forming judgements. These things are strong forces in group direction in reaching effective goals

and objectives.

Proper use of evaluation should increase group productivity in the long run.

D. SUMMARY AND CONCLUSIONS

Summary

In this paper we have attempted to make an in-depth study of the involvement of project leaders in conducting an effective county 4-H Club program. In surveying the literature we are confronted with much evidence that our educational efforts can be utilized much more effectively by training leaders who in turn train the 4-H Club members.

The group making this study agrees that much work remains to be done in involving project leaders in the five counties represented by the group. We also recognize that a start has been made. The five counties have an average of 2.4 project groups now functioning, with an verage of 22.6 leaders per conty. However the group recognized that very little has been done to adequately train these leaders to do effective teaching. The conditions in these five counties may or may not be representative of the other counties in Tennessee.

In this report we have attempted to identify some of the things that will aid Extension workers in implementing an effective educational effort by the involvement of project leaders. In doing this we have accepted the tasks of identifying, selecting, orienting, training, utilizing, recognizing and evaluating as legitimate steps to follow in the involvement of project leaders. These findings will of course need to be adapted to the situation in each county. Each county is different, just as each Extension worker is different. What will work in one county, or for one agent, may or may not work for another. But, we must not be too quick to say "it won't work". After all, most of us have never tried to "make it work".

Conclusions

In making this study we are led to beleive that our educational efforts would be enhanced by properly involving project leaders. (We assume that organizational leaders will also be involved). As we surveyed the available literature we found no evidence to the contrary.

Project work has long been recognized as the primary learning tool in 4-H. We learn by doing. We are faced with the question of how much we can teach at 4-H Club meetings only, since most clubs meet only once a month. Most of our school clubs meet a mixiмum of nine times each year. Allowing an average of thirty minutes of subject matter teaching for each meeting this amounts to 270 minutes of teaching each year. We must realize that most of the learning experiences for 4-H Club members will come by the learn by doing process of project work. We agree that this process would be much more successful by involving well trained project leaders. We have reason to beleive that only a small percentage of 4-H Club members are actually conducting and completing project work under our present system.

We beleive that the "big question is----how do we go about changing from our present system to a system of involving leaders to enlarge our educational efforts. This is a question that deserves much study. Needless to say we do not have all the answers.

Early in this paper we identified some apparent "blocks" to implementing project leaders in a county program. We actually identified twelve blocks and admit that there may be others. Of these twelve, eleven are recognized as blocks on the part of county Extension workers. We beleive that there are probably other blocks in the heriachy of Extension, but they are likely

to be difficult for us to detect.

These blocks must be removed if we are to move ahead and do a more effective job. Somehow, Extension personnel must be convinced that we can change from our present way of doing 4-H work and that by making this change a better job will be done. Until this is done no change will be made.

How do we remove these blocks ? A look at each, in light of research findings, might be helpful.

Agents express that they lack confidence in the field of training leaders. We beleive that agents can be trained to train leaders. This will probably involve some "intensive" in-service training meetings. Just a short meeting or two with teaching in broad generalities is not enough. The quality of training that agents give leaders will be important, and agents feel a need for assistance in giving this type of training.

Agents say that they lack time to supervise leaders. Research findings indicate that the involvement of leaders does not take any more time from the agents. They will just be busy doing things differently. After all, it takes time for agents to plan for 4-H meetings, drive to and from the meetings and do the teaching at the meetings. Actually we must admit that we do not have time to attend all general 4-H meetings and project group meetings.

Agents say that the proposed use of leaders is too big a job to undertake. We might very well ask ourselves if we are really getting the job done by meeting all the clubs ourselves. The answer to this question is important to the future of the Agricultural Extension Service. Four-H members are becoming much more sophisticated. They have many opportunities to belong to groups. Unless we make 4-H meaningful to them they may attend

meetings, but they will do no project work. We beleive that we must not say "the job is too big" until we have tried to do it in a systematic manner. We will need to benefit from past mistakes. In most of our Leadership in Depth efforts we failed to properly identify, select and orient leaders. We put training first. As a result we trained a lot of people that may have had no intention of being a 4-H Club leader in the first place. And then many leaders that probably wanted to perform did not get the opportunity.

Agents have failed to identify the role of leaders. Closely associated with this is the feeling of agents that leaders cannot teach subject matter. Agents themselves must be oriented to effective involvement of leaders. Research tells us that leaders can teach subject matter, provided that an orderly process of leader development and involvement is followed.

Agents feel that it is easier to do the job themselves. Perhaps it is easier, but are we really doing the job to the extent that it should be done ? We have reason to doubt it. We could be reaching more boys and girls in 4-H and more and better project work could be carried out. At the same time we could be developing adults.

Agents like to have direct contact with 4-H members and are not willing to relinquish this role. Let's don't kid ourselves. We don't have much direct contact now. How much personal contact can we have with 1,000 4-H members? And many counties have more members than this. Members like personal contact with adults and they can have this contact with leaders.

Agents say they have not identified the involvement of leaders as their personal goal. We will not do so until we are willing to admit that more effective teaching can be done through

the involvement of well trained leaders.

Agents say that people expect them to do the job. Do we really know this to be true ? Perhaps some form of survey could be done in a county to determine the attitudes of the people in this respect. This would require much thought and planning, with assistance of the specialists staff.

People are scared of the term "leader". Perhaps we can use another term. At any rate if the people are properly oriented as to some of the basic, specific tasks of a project leader they will accept this terminology.

Agents do not feel that proper involvement of leaders will save time and reach more members. We feel that saving time is not a factor. We would not expect to reap the benefits of a "four hour workday" from such an effort. Research tells us, however, that more members can be reached and educational efforts will be enhanced by leader involvement. This, after all, is the proper function of the Agricultural Extension Service.

The last block identified by the group very well could be the "key" to the problem. Agents feel a need for more training and assistance before attempting to involve leaders. Here again just a half day or one day in-service training meeting will not do the job. It will involve the thought and planning at levels in Extension. We would not attempt to formulate such a plan of action in this report, since this would probably not be a proper function for our group. Perhaps our review of literature and thoughts in this paper could be the framework of such a plan.

We note that in most counties there is a gradual shift to involving more project leaders. In general we are not organizing more peoject groups unless we have leaders for these groups. However, we detect that these leaders are not receiving adequate

training. We need to keep in mind a statement made be Laurel K. Sabrosky. She says-----"the fact that the agents train the local leaders instead of doing direct teaching of the 4-H members, or other lay people places him at a higher level of professional work--he is teaching the trainer or training the teacher--however he wants to look at it. Let's keep in mind that he teaches someone who teaches or trains someone else. If the agent does not teach or train the leader, but lets the leader do as he pleases with whatever experience and ability he had when he was recruited or selected, the agent is not doing any professional work.

We beleive a good philosophy for Extension workers concern-the involvement of leaders was stated by Wendell Phillips when he said--" I will utter what I beleive today, if it should contradict all I said yesterday".

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